



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

625 Marina Blvd., Bullhead City, AZ 86442

Mohave Accelerated Learning Center

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Performing
2002-03 Alternative School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

High School Achievement Profile (a)

2004-05 Performing
2003-04 Performing
2002-03 Alternative School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Not Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School Overview

Principal/Administrator : Ms. Vickie J. Christensen
Schedule : 07:00 AM to 08:00 PM
Grades : 6-12
2005 Enrollment : 315
Web Address :
Phone Number : (928) 704-9345
Fax Number : (928) 704-4977
E-mail : vickie.christensen@usa.net

Mission

Our mission as a school is to use community partnerships, technology, and gifted educators to provide a nurturing learning environment to prepare students academically and socially for life after high school.

School / Academic Goals

- ü Adherence to the AZ Academic Standards and Goals 2000 skills will be maintained for student learning throughout our curriculum. Students will be taught to use the most modern technology which enable students to succeed in their future career choices.
- ü Students are provided with self-paced programs and re-teaching to ensure acquisition of skills before proceeding to the next level of instruction. (Mastery Learning). Instruction is based on recent brain research on Multiple Intelligences.

Enrollment

October 1, 2004 School Year Student Enrollment : 232
Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 315

Instructional Programs

- ü Some Technology-based Learning
- ü On-site Special Education
- ü ELL/Bilingual Instruction
- ü Community Partnerships

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	7 hours 20 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Students are measured for success based upon AIMS and the Star math tests, as well as with computer-driven tests and traditional testing measurements with a 70% mastery. Other assessments are provided as needed.

Parents

Student attendance is extremely important. Uniform policies need to be enforced. Support school with behavior codes and rules. Have student at programs requested by instructors. Volunteer one hour per month at school.

Transportation Policy

School provides no transportation, parents must provide transportation to and from school.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 1st Place in Conference for Our Cross Country Team	2005
ü Scholarships Provided to 100% of Graduates	2005
ü Leadership Group was Thanked by City for Services	2005
ü Tele Channel 67 educational station in operation	2005

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	78250	93	93	99	488	488	548	79	79	21	10	10	18	10	10	48	0	0	13
All Students (Prior Year)	71	71	75001	100	100	99	408	408	468	91	91	37	9	9	36	0	0	16	0	0	10
Female	22	22	38071	96	96	99	485	485	549	80	80	20	20	20	19	0	0	49	0	0	12
Male	16	16	40126	89	89	99	490	490	547	79	79	23	0	0	17	21	21	46	0	0	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	12	12	29129	92	92	99	480	480	527	82	82	32	9	9	23	9	9	40	0	0	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	25	25	38320	93	93	99	492	492	568	78	78	12	11	11	14	11	11	55	0	0	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	33	33	68996	92	92	99	492	492	561	75	75	16	13	13	18	13	13	52	0	0	14
Limited English Proficient Students	NC	NC	10133	NC	NC	100	NC	NC	488	NC	NC	45	NC	NC	25	NC	NC	28	NC	NC	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	22	22	33388	79	79	94	490	490	530	72	72	32	17	17	22	11	11	40	0	0	5
Non-Economically Disadvantaged	16	16	44937	100	100	100	483	483	561	91	91	13	0	0	15	9	9	54	0	0	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	78302	93	0	99	461	461	512	45	45	11	38	38	25	17	17	57	0	0	7
All Students (Prior Year)	73	73	74918	100	100	99	446	446	497	73	73	32	18	18	19	8	8	35	0	0	15
Female	22	22	38082	96	0	99	460	460	518	40	40	8	47	47	24	13	13	61	0	0	7
Male	16	16	40166	89	0	99	461	461	507	50	50	14	29	29	26	21	21	54	0	0	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	12	12	29152	92	0	99	446	446	492	73	73	17	18	18	34	9	9	46	0	0	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	25	25	38347	93	0	99	470	470	531	28	28	5	50	50	17	22	22	68	0	0	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	33	33	69024	92	0	99	460	460	524	50	50	7	33	33	23	17	17	62	0	0	7
Limited English Proficient Students	NC	NC	10140	NC	NC	100	NC	NC	451	NC	NC	28	NC	NC	43	NC	NC	29	NC	NC	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	22	22	33398	79	0	94	460	460	495	44	44	18	39	39	35	17	17	46	0	0	2
Non-Economically Disadvantaged	16	16	44979	100	0	100	461	461	525	45	45	6	36	36	18	18	18	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	38	78094	93	93	99	484	484	545	10	10	3	48	48	18	41	41	77	0	0	2
All Students (Prior Year)	73	73	74503	100	100	99	401	401	491	41	41	9	41	41	32	18	18	51	0	0	8
Female	22	22	38025	96	96	99	515	515	558	0	0	2	47	47	13	53	53	82	0	0	2
Male	16	16	40013	89	89	99	449	449	534	21	21	5	50	50	23	29	29	71	0	0	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	12	12	29068	92	92	99	478	478	523	9	9	5	55	55	27	36	36	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	25	25	38265	93	93	99	487	487	564	11	11	2	44	44	11	44	44	84	0	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	33	33	68892	92	92	98	505	505	559	0	0	2	54	54	14	46	46	82	0	0	2
Limited English Proficient Students	NC	NC	10084	NC	NC	100	NC	NC	474	NC	NC	10	NC	NC	39	NC	NC	50	NC	NC	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	22	22	33296	79	79	94	479	479	527	11	11	5	50	50	27	39	39	67	0	0	0
Non-Economically Disadvantaged	16	16	44871	100	100	100	491	491	559	9	9	2	45	45	12	45	45	84	0	0	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	44	44	69846	100	100	100	649	649	699	70	70	21	10	10	11	20	20	49	0	0	18
All Students (Prior Year)	53	53	65934	100	100	100	461	461	492	78	78	43	16	16	18	4	4	24	2	2	15
Female	24	24	34328	100	100	99	643	643	702	88	88	19	0	0	12	13	13	51	0	0	18
Male	20	20	35509	100	100	100	653	653	696	58	58	23	17	17	11	25	25	48	0	0	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	18	18	23363	100	100	100	649	649	680	75	75	32	0	0	16	25	25	45	0	0	7
Asian/Pacific Islander	--	--	1742	--	--	99	--	--	733	--	--	8	--	--	7	--	--	46	--	--	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	26	26	36421	100	100	99	648	648	714	67	67	12	17	17	8	17	17	54	0	0	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	40	40	62220	100	100	99	652	652	712	67	67	16	11	11	11	22	22	53	0	0	20
Limited English Proficient Students	NC	NC	5834	NC	NC	100	NC	NC	612	NC	NC	46	NC	NC	20	NC	NC	31	NC	NC	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	14	14	21421	64	64	92	636	636	686	91	91	35	9	9	15	0	0	43	0	0	7
Non-Economically Disadvantaged	30	30	48489	100	100	100	665	665	704	44	44	15	11	11	10	44	44	52	0	0	23

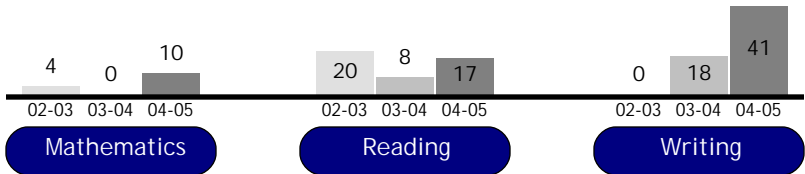
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	32	32	71311	100	100	100	648	648	694	33	33	7	43	43	21	24	24	63	0	0	9
All Students (Prior Year)	114	114	68162	100	100	100	480	480	509	47	47	18	17	17	24	34	34	51	2	2	8
Female	14	14	34899	100	100	100	640	640	700	33	33	5	44	44	19	22	22	66	0	0	10
Male	18	18	36430	100	100	100	655	655	688	33	33	9	42	42	22	25	25	61	0	0	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	14	14	24056	100	100	100	634	634	672	44	44	13	44	44	31	11	11	53	0	0	3
Asian/Pacific Islander	--	--	1731	--	--	98	--	--	717	--	--	3	--	--	13	--	--	68	--	--	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	18	18	36841	100	100	99	659	659	713	25	25	3	42	42	12	33	33	72	0	0	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	28	28	63379	100	100	100	651	651	707	32	32	5	42	42	18	26	26	68	0	0	10
Limited English Proficient Students	NC	NC	6402	NC	NC	100	NC	NC	596	NC	NC	25	NC	NC	44	NC	NC	30	NC	NC	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	15	15	22243	79	79	93	633	633	677	50	50	14	42	42	32	8	8	51	0	0	3
Non-Economically Disadvantaged	17	17	49157	100	100	100	669	669	702	11	11	4	44	44	16	44	44	69	0	0	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	31	31	70868	100	100	100	637	637	688	20	20	5	55	55	23	25	25	63	0	0	9
All Students (Prior Year)	114	114	67629	100	100	100	460	460	524	57	57	22	9	9	16	32	32	59	2	2	3
Female	14	14	34710	100	100	99	643	643	697	11	11	3	56	56	19	33	33	66	0	0	12
Male	17	17	36176	100	100	100	632	632	678	27	27	7	55	55	27	18	18	59	0	0	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	13	13	23868	93	93	100	621	621	670	38	38	9	38	38	33	25	25	55	0	0	4
Asian/Pacific Islander	--	--	1732	--	--	98	--	--	713	--	--	2	--	--	12	--	--	64	--	--	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	18	18	36710	100	100	99	647	647	702	8	8	2	67	67	15	25	25	69	0	0	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	27	27	63054	100	100	99	646	646	701	17	17	3	56	56	20	28	28	67	0	0	10
Limited English Proficient Students	NC	NC	6308	NC	NC	100	NC	NC	591	NC	NC	19	NC	NC	47	NC	NC	33	NC	NC	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	15	15	21994	79	79	92	615	615	673	33	33	10	58	58	36	8	8	52	0	0	3
Non-Economically Disadvantaged	16	16	48960	100	100	100	670	670	694	0	0	3	50	50	18	50	50	67	0	0	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	100	32	32	53	85	39	NA	56	100	30	30	51
	Language	100	13	13	45	85	23	23	48	100	20	20	47
	Mathematics	100	27	27	62	93	49	49	66	100	29	29	52
7	Reading	89	23	23	51	100	21	NA	54	100	30	30	50
	Language	94	13	13	54	100	14	14	58	100	32	32	52
	Mathematics	94	27	27	58	100	22	22	62	100	32	32	50
8	Reading	100	31	31	53	91	31	NA	55	93	24	24	51
	Language	93	18	18	49	93	15	15	52	93	23	23	50
	Mathematics	100	37	37	58	91	24	24	61	93	25	25	53
9	Reading	100	27	27	41	100	26	NA	42	--	--	--	51
	Language	90	26	26	42	100	20	20	42	--	--	--	50
	Mathematics	95	44	44	60	100	46	46	63	--	--	--	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Mohave Accelerated Learning Center

School Site Council

Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Council Duties

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	18.00
Other Professional Staff	5.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	4	2	0	0
7 to 9 years	1	0	0	0
10 or more years	1	3	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	5
Teachers with Emergency Certificaton.	8
Percent of teachers in the school with Emergency/Provisional Certification	44%
Percent of core classes not taught by Highly Qualified Teachers	100%

Resources Available at School Site

Special Facilities

- Ü Computer Lab (40)
- Ü Television Studio for Channel 67

Extracurricular Activities

- | | |
|-------------------------|--------------------|
| Ü Cross Country Team | Ü Girls Volleyball |
| Ü Conference Basketball | Ü 8 Man Football |
| Ü Softball | Ü Golf |
| Ü Chess Team | Ü Soccer |

Social Services

- Ü Community Task Force Partnership
- Ü Bullhead City Library Partnership
- Ü Applied Leadership Class

Mohave Accelerated Learning Center

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü 50% of high school graduates received scholarships for college.
- ü More vocational training is a focus of Mohave Accelerated Learning Center's high school program.
- ü Our Cross-country team came in first placed in its conference.
- ü All classrooms showed growth on their Star Reading and Math scores from the beginning of the school year

Student Activity Rates for School Year 2004-05

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	92	95	94	95
Transfers Out Rates ⁵	35	12	12	17
Transfers In Rate ⁶	147	28	28	37
Stability Rate ⁷	64	87	87	82
Promotion Rate ⁸	73	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	23	0	1	6
Status Unknown ¹¹	22	0	1	4
Graduation Rate ¹²	100	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Local police/School Resource Officer and judge on school board. Uniforms help us to easily recognize any outsiders on campus. Procedures for fire alarm/evacuation/lock-down. Zero tolerance for alcohol, tobacco, drugs, harassment, and violence.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

12

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	V. Christensen	(928) 704-9345
Community Resources	Bob Bradford	(928) 704-9345
School Nutrition Programs	Diane Shultz	(928) 704-9345
Parent Organization		
Student Health/Nurse	Anna Urais	(928) 704-9345

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.